

**UAF SCHOOL OF EDUCATION  
SECONDARY POST-BACCALUAREATE LICENSURE PROGRAM  
GEOGRAPHY CONTENT OBSERVATION  
FORM "O"**

Disciplinary Standard: Geography

Intern: \_\_\_\_\_

Teachers who are licensed to teach geography at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of geography. Teachers of geography at all school levels should provide developmentally appropriate experiences as they guide learners in their study of geography.

**0= does not meet expectations    1=developing    2=meets expectations    3=exceeds expectations**

Candidates who indicate their capabilities for teaching geography do the following:

1. guide learners in the **use of maps and other geographic representations**, tools, and technologies to acquire, process, and report information from a spatial perspective

Date:                      Evidence:

Date:                      Evidence:

Overall Rating:

2. enable learners to **use mental maps** to organize information about people, places, and environments in a spatial context

Date:                      Evidence:

Date:                      Evidence:

Overall Rating:

3. assist learners to **analyze the spatial information** about people, places, and environments on Earth's surface

Date:                      Evidence:

Date:                      Evidence:

Overall Rating:

4. help learners to **understand the physical and human characteristics** of places

Date:                      Evidence:

Date:                      Evidence:

Overall Rating:

5. assist learners in **developing the concept of regions** as a means to interpret earth's complexity

Date:                      Evidence:

Date:                      Evidence:

Overall Rating:

6. enable learners to **understand how culture and experience influence** people's perceptions of places and regions

Date: Evidence:

Date: Evidence:

Overall Rating:

7. provide learners **opportunities to understand and analyze the physical processes** that shape Earth's surface

Date: Evidence:

Date: Evidence:

Overall Rating:

8. challenge learners to consider the **characteristics and spatial distribution of ecosystems** on Earth's surface

Date: Evidence:

Date: Evidence:

Overall Rating:

9. guide learners in exploring the characteristics, distribution, and migration of **human populations** on Earth's surface

Date: Evidence:

Date: Evidence:

Overall Rating:

10. help learners to understand and analyze the characteristics, distribution, and complexity of Earth's **cultural mosaics**

Date: Evidence:

Date: Evidence:

Overall Rating:

11. have learners explore the **patterns and networks of economic interdependence** on Earth's surface

Date: Evidence:

Date: Evidence:

Overall Rating:

12. enable learners to describe the **processes, patterns, and functions of human settlement**

Date: Evidence:

Date: Evidence:

Overall Rating:

13. challenge learners to examine how the **forces of cooperation and conflict** among people influence the division and control of Earth's surface

Date: Evidence:

Date: Evidence:

Overall Rating:

14. help learners see **how human actions modify** the physical environment

Date: Evidence:

Date: Evidence:

Overall Rating:

15. enable learners to analyze **how physical systems affect human systems**

Date: Evidence:

Date: Evidence:

Overall Rating:

16. challenge learners to examine the changes that occur in the meaning, use, distribution, and importance of **resources**

Date: Evidence:

Date: Evidence:

Overall Rating:

17. help learners to **apply geography to interpret the past and present** and to plan for the **future**

Date: Evidence:

Date: Evidence:

Overall Rating:

18. enhance learners' **abilities to ask questions and to acquire, organize, and analyze geographic information** so they can answer geographic questions as they engage in the study of substantive geographic content

Date: Evidence:

Date: Evidence:

Overall Rating:

Additional Comments